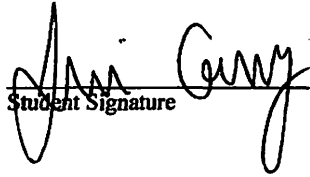


NORTHERN ILLINOIS UNIVERSITY
Mock Caldecott Classroom Implementation
A Thesis Submitted to the
University Honors Program
In Partial Fulfillment of the
Requirements of the Baccalaureate Degree
With Upper Division Honors
Department Of
Literacy
By
Jeni Camery
DeKalb, Illinois
December 2013

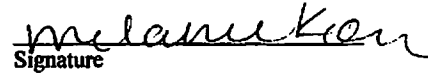
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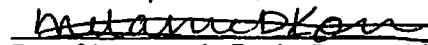

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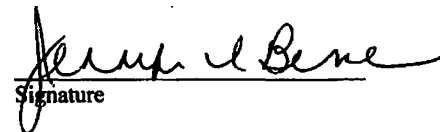
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Melanie Koss
Printed Name of Faculty Capstone Adviser


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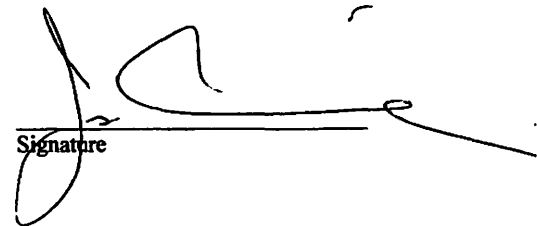
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JES CESNOROS
Printed Name of University Honors Reviewer


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ABSTRACT (100-200 WORDS): For my honors capstone, I worked with a fifth grade class to implement a mock Caldecott for the students after I researched the past ten years of Caldecott winners and designed a mock Caldecott unit plan. The purpose of this honors capstone is to work closely with Dr. Koss and learn from her about the Caldecott experience because she is currently on the 2013 Caldecott committee. I would also like to implement the mock Caldecott unit plan with my own class in the future and also possibly implement school wide. The research methods used within my study were analyzing common trends between the past ten years of Caldecott winners and learning about Dr. Koss' experience on the Caldecott committee. The significance of this work was being able to have additional experiences inside the classroom and being able to design a mock Caldecott unit plan alongside Dr. Koss that I will implement in my future classroom.

Jeni Camery

Honors Capstone

Research and Reflection Paper

Background Information:

The Caldecott Award is awarded to the most distinguished American's children's picture book of the previous year by the American Library Association. The Caldecott Award was named after Randolph Caldecott. He was one of the most influential illustrators of the 19th century in England. His illustrations were known for their humor. His pictures created a sense of movement for its audience. The illustrations by Randolph Caldecott also did a great job of complementing the stories they belonged to. The pictures and the story worked together to create an even better experience for the readers. Nowadays, picture books are known for how the text and the illustrations work together. If you were to look at a picture book for just its text it wouldn't be as effective. The accompaniment of the text and the illustration heighten the readers experience and give it the total package. This new experience was noted with Randolph Caldecott.

The Caldecott Award started because the American Library Association awards the Newberry Medal to the most distinguished American children's books that were also published the previous year. However, it came up that the illustrators weren't receiving credit or recognition for their work in children's picture books. In 1937, Frederic G. Melcher decided to create the second annual award, known as the Caldecott Award, and it was willingly accepted by the American Library Association. Originally the members for the Newberry Award Committee were the judges for both the Newberry

Medal and the Caldecott Medal. It is important to note that if a book was nominated for both awards that the committee would only be able to award it one of the medals. A book could not receive both medals. In 1977, that rule was revoked by the American Library Association and now a book that fulfills all of the requirements and criteria can be awarded both medals if the committee decides so. In 1980, there was a separate selection committee for the Newbery Medal and the Caldecott medal established.

In the beginning the Newberry selection committee would award books that did not receive the Newberry medal but were very close runner up and were note-worthy of the committee as "runner-ups." In 1971, that term was changed to "honor books." All books that were awarded as "runner-ups" in previous years are now referred to as "honor books" as well. This new terminology is valid for the Newberry Medal and the Caldecott Medal.

The terms for a book being awarded the Caldecott Medal is that it is awarded annually to an illustrator for a book that is published by an American publisher that preceding year. The book must be published in the United States and in English. The illustrator must be a citizen or a resident if the United States, as well.

The criterion for the Caldecott Medal is that the committee must decide what a distinguished picture book for children should look like. The committee's duty is to examine every picture book that came out within that preceding year for artistic technique, style of illustration used along with the story, and that the picture book is intended for a child's audience. Also, the picture book must include pictorial interpretation of the story, theme, and concept. Finally, the committee is looking for

explanation of the plot, theme, characters, setting, mood and information through the illustrations. The only restraint is that every picture cannot be dependent on other media, such as sound, computer, and film. The Caldecott Medal is awarded primarily for its illustrations within the book but the committee might consider other elements within the book like its text or the product of the book. ("Association for library," 1997).

Research:

As the main part of my research, I analyzed the past ten years of the winners for the Caldecott Medal. My main goal for researching the Caldecott winners from 2003 to 2012 was to get an overlying sense of what a Caldecott winner looks like so I could become more knowledgeable of what a "distinguished" picture book truly looks like. I believe before I can teach the students in my classroom experience of my honors capstone and my future students what to look for and note in a quality picture book, I must know that myself. So, when analyzing the past ten years of the winners I looked at a couple different aspects that I thought would add to the overall experience of a picture book and were just interesting to note. Those elements that I noted were the genre, text type, main character, any diversity present, images, and the overall message. Now, I know the overall message isn't what the Caldecott is awarded for but I thought it is important to look at the overall message because that impacts the picture book experience of looking at the illustrations and the text together, in my opinion.

I decided to include all of my observations and notes in a text analysis chart. I thought this would be an easy way for me to always refer back to my notes and regain a

sense of my research when I am a full time teacher in a couple years. Through my research there were a couple things I find interesting to note and discuss. The elements of main character, diversity present in picture books, and different aspects of the illustrations.

From the years of 2003 to 2012, fifty percent of the books that were awarded the Caldecott medal had main characters that were animals and the remaining fifty percent had main characters as humans. I thought this was interesting to note because it was split down the middle of humans and animals being represented as main characters in the past ten years of the winners for the Caldecott Award. However, I noticed a more dominant presence of animals throughout the books overall. For example, in "A Sick Day for Amos McGee" by Phillip Stead the main character is an elderly man named Amos but he is the only human present in the entire story. The main presence of characters in that story is the animals from the zoo he works at. Overall, I felt a more powerful representation of animals from the past ten years of Caldecott winners. This is something interesting to note. Does the presence of animals connect to the common audience of children for picture books? For the Caldecott award of the most "distinguished" picture book for the past ten years, animals have a heavier impact as the representation of characters.

The next aspect I noted was the presence of diversity throughout the past ten years of Caldecott winners. Since a good amount of the ten books had only characters that were animals in the book there was very little representation of a diverse population. The books that did have characters as humans represented very little diversity. Majority of the books that had humans as characters were represented as

Caucasian. There were only two books from the past ten winners that had diversity present at all. Those two books were "Flotsam" by David Wiesner and "The Hello, Goodbye Window" by Norton Juster. In the book "Flotsam" there was Caucasians, Asians, Native Americans, and Europeans represented. In the book "The Hello, Goodbye Window" all of the characters are represented as African Americans. So, out of the ten past years of Caldecott winners only two of the books had any diversity represented in the illustrations of the book. I found this interesting to note because we live in such a diverse country but the picture books we are exposing to children aren't representing all of their cultures. At least, the most "distinguished" picture books for the past ten years aren't representing a majority of cultures and ethnicities. I think that is something important to note that quality children literature, like the winners of the Caldecott Medal, aren't exposing children to a lot of diversity.

The aspect of image was interesting to analyze. Looking at the artwork of the illustrations from the past ten years of Caldecott winners didn't show a common trend in favor of one artwork style over another to show "distinguished" illustrations of picture books. Throughout the ten titles, there were artwork styles of watercolor, woodblock printing, and pencil. One thing that was interesting to note is in the book, "The House in the Night" by Susan Marie Swanson there was a reference to a famous piece of artwork. Inside one of the illustration there was a picture of Van Gogh's piece *Starry Night*. One thing, I noticed when looking at the images is that there is a lot of secrets to unveil within the images. A lot of the images have foreshadowing clues hidden within them. This is something important to notice because it will have students think more critically when they are reading picture books and looking at the illustrations.

Reflection:

The first lesson went really well but there were some changes made along the way in the classroom to meet the needs of the students. Dr. Koss gave a PowerPoint presentation to the class about what the Caldecott Award is and the criteria. The class also came up with a class definition of what does the word distinguished mean when looking at picture books. This presentation and discussion took close to thirty minutes because the students had so many questions and connections to share. They gave examples of books they had read of powerful illustrations they have witnessed and why it was distinguished to them. After the presentation, the students came over to the rug and I read the book "Where the Wild Thing Are" by Maurice Sendak to the class. I asked the students if anyone has read this book before and they all had but then I asked if they really knew the book. Of course, the students thought they did. I started by just reading the book interactively with the class. I had them look at the illustrations for the criteria while I was reading but we didn't talk about the illustrations during the first read. After the first read, I then asked if they knew all of the secrets hidden in this book. I went through the book and looked at the illustrations with the class. I pointed out how the images got bigger to full page images and grew to both pages as the main character Max got into his imagination. We also talked about the color used in the book and how that was affected by the time the book was written in, which was 1963. I led the class in a discussion about foreshadowing and then we went throughout the book again and pointed out all of the foreshadowing pieces hidden in the images. The students really enjoyed finding the hidden foreshadowing pieces and connecting it to Max's imagination. That read aloud with the class took thirty minutes. Dr. Koss and I were

lucky that we are working with a very flexible teacher because our lesson was planned to take thirty minutes total going over two books but we only had time for one because it took an hour with the power point presentation. This is important to note for future lessons that it takes this class longer to analyze the illustration in the picture books because they look at every detail. I thought the first lesson went great. I was fine with only being able to walk through one picture book instead of two because I felt I got the same outcome I wanted with only doing one picture book. The students were able observe qualities of a “distinguished” quality book. I was able to assess this by doing the read aloud with the class and having the students share their observation verbally with the class.

The second lesson was needed to be adapted a little bit because we missed a day in the schedule. We started the class by reviewing “Where the Wild Things Are.” The students did a really great job of remembering the key components of foreshadowing, the images, and reality versus imagination. I was really impressed that they remembered the hidden secrets within the book after Dr. Koss and I hadn’t visited them for a couple of weeks. It was great to review the last book we did because it gave me a chance to informally assess what they remembered and what they really knew. After the review, I started off by reading “The Napping House” for the students and having them pick out the secrets within the book once again. This way it gave them another opportunity to be exposed to finding the secrets of the book. The main components of this book were perspective, foreshadowing, and change in color in the images. For this book, I used the Elmo so the students could see the tiny objects and clues within the

book, like the flea. However, I had a hard time staying still with the book and it kept shaking. That is something I will definitely have to practice. So, Dr. Koss took over to hold the book. The students struggled with pointing out that outside the window went from dark grey rain to a bright garden. They couldn't focus on one thing and were so excited with everything they saw. Which is very exciting to see them excited but I felt like I couldn't rope the students back in and refocus them to gain a little control. After Dr. Koss helped to point out the change outside the window the students picked up on perspective right away. They also noticed little details I had never noticed before like the vase in the room and how it changes with the perspective angle. The class then gathered around on the rug and we read "Flotsam" together. We were running short on time and I struggled with keeping a good pace for time because of pointing out the important secrets and getting so excited to hear all the things they noticed. I was so crunch on time at the end that I missed an important point of the story when the main character's pictures get washed away. For next week, I want to work better on managing my time and trying to guide the students along better. We ran out of time so we introduced strengths and issues briefly and told the students to think about the strengths and issues of "Flotsam" and we would discuss them next time. Overall, I was very impressed with the students and their ability to point out the secrets within the stories and they are so excited and enthralled with finding the hidden secrets that it is refreshing to see. One thing that I thought was effective was when Ms. McKee wrote the key vocabulary words (perspective, foreshadow, reality versus imagination, and illustration) on the board so the students could refer to them. I think it would be

appropriate to do that again next week so the students can refer to it if they get stuck while they are examining their own picture books in small groups.

The third lesson was the first time the students were able to examine a picture book for the visual experience on their own. I started by reviewing the book "Flotsam" and having a discussion with the class about what visual elements they saw throughout the book like the use of the comic paneling and foreshadowing. We also discussed what makes this book so special compared to other picture books. After the review, we went over the sheet the students would be using when they examined picture books on their own. We had a discussion of what it meant to look for strengths and issues in a book. Then their teacher broke them up into six groups and we had brought two copies of three books. The three books the students examined were "Seven Blind Mice", "Blackout", and "Grandpa Green". The six groups spent about fifteen minutes examining their books for visual experience and finding what made their book so special through its strengths and issues. After the groups had examined their books and filled out at least one strength and one issue on their sheet they partnered up with the other group that had the same book as them. In their bigger groups they had a ten minute discussion about what each group found within their books. Then they discussed what they were going to present to the whole class about their book. Each big group went up and presented their book to the class about the visual elements included in their book and what made it so special. Having the groups examine more than one book gave the students a chance to be exposed to more than one book. Also, the students were able to participate in a discussion about the visual elements seen in the book. This gave the students great

practice in having discussion just like they will when they participate in the mock Caldecott. The only problem that this lesson brought up is when the students were presenting their books to the class, Dr. Koss and I were able to notice that the students' comprehension for picking out the overall visual elements within the books just wasn't there. They were looking at little details within every page's illustrations instead of looking at the overall picture of the book. I think it is important to expose them to the concept of looking at picture books for the visual experience but I think for their age it might be difficult to grasp all of those concepts.

The final lesson for this semester was going into the classroom and giving book talks for ten books, that were included in Dr. Koss' top picks, and then the students would have to vote for the six books they were going to use in their mock Caldecott. Dr. Koss went through the ten books and I wrote the book titles on the board so the students had a visual to refer to throughout all of the book talks. After Dr. Koss went over all of the ten book talks, the students went back to their chairs and voted for their top six. Dr. Koss tallied up the top six books and announced them to the group. It was interesting to notice what books were the favorites and what ones barely got any votes. You could tell that the ones Dr. Koss talked up more during the book talks were the ones the students voted for more. Dr. Koss didn't do this on purpose but I believe the students picked up on her excitement and got excited too. Now I know it is not appropriate to judge a book by its cover but it was the most strategic way for the students to choose their top six. We wanted the students to read the books they were going to use for the mock Caldecott on their own so they could discover the secrets of the picture books by

themselves. We then revealed the top six books to the students. All ten of the books were left for the class to examine and read. The students have the next month to look over the six books and discover the secrets inside of all them as well as the strength and issues inside each book. The students will fill out a strength and issue sheet for all of the six books. The class will be broken down into six groups and each group will be assigned a book. They will be the representatives for their assigned book but will still participate in the discussion for all of the six books. The ten books that were selected for the book talks are listed below including the vote totals to show the breakdown of the votes among the class.

“Red Knit Cap Girl” by Naoko Stoop - 8

“Good News, Bad News” by Jeff Mack - 16

“Green” by Laura Vaccaro Seeger - 11

“Abe Lincoln’s Dream” by Lane Smith - 17

“Extra Yarn” by Mac Barnett - 17

“Because Amelia Smiled” by David Ezra Stein - 3

“This Is Not My Hat” by Jon Klassen - 18

“One Cool Friend” by Toni Buzzeo - 14

“More” by I.C. Springman and Brian Lies - 13

“And Then It’s Spring” by Julie Fogliano - 3

The titles that are highlighted are the six books that were chosen among the class.

Three of the four books that did not get chosen had three or eight votes, two of those three had three votes. So, it is noticeable that majority of the class did not favor those books just from the book talk. The fourth book of the four books not chosen had eleven votes. The last of the six books chosen had 13 votes. So those two books, *More* and *Green*, were a very close to making the cut or not. I was surprised that *Green* was not one of the books selected for the mock Caldecott because I thought that book would have been more appealing to the students. The six books that were chosen, besides the last one, all had won by a landslide and were very popular among all of the students. The top four books ranged between sixteen to eighteen votes. So, only a two point difference between the top four books that were chosen. The top six books that were chosen were very popular among most of the students.

For the final lesson Dr. Koss and I will be implementing the mock Caldecott with the class. Dr. Koss and I will be going back on a Friday in January to complete the mock Caldecott with the class. I am excited to see what secrets the students find within their six books. I think this class will have a really good discussion for their mock Caldecott and hope that there is a lot of debate between the six books. I cannot wait to see the mock Caldecott in action!

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Jeni Camery

Honors Capstone

Text Analysis

Caldecott Winners for the past ten years:

2012: ***A Ball for Daisy*** written and illustrated by Chris Raschka

2011: ***A Sick Day for Amos McGee*** illustrated by Erin E. Stead, written by Philip C. Stead

2010: ***The Lion & the Mouse*** by Jerry Pinkney

2009: ***The House in the Night*** illustrated by Beth Krommes, written by Susan Marie Swanson

2008: ***The Invention of Hugo Cabret*** by Brian Selznick

2007: ***Flotsam*** by David Wiesner

2006: ***The Hello, Goodbye Window*** illustrated by Chris Raschka, written by Norton Juster

2005: ***Kitten's First Full Moon*** by Kevin Henkes

2004: ***My Friend Rabbit*** by Eric Rohmann

2003: ***The Three Pigs*** by David Wiesner

Title	Genre/Text type	Main character	Diversity	Images	Message
A Ball for Daisy	Fiction, picture book	A dog named Daisy	Different types of dogs, two Caucasian females	Watercolor, strip blocking on various pages	Loss of a beloved object, making new friends
A Sick Day for Amos McGee	Fiction, picture book	A man named Amos	Different animals, white male	Woodblock printing techniques and pencil, repeat of red balloon, green as primary color in story	Friendship, kindness, dedication
The Lion & the Mouse	Fable, picture book	The lion and the mouse	All animals, two Caucasian male poachers	Watercolor, full pages or blocked squares, front and back cover of the lion and the mouse side by side	Meek can triumph the mighty, courageous and brave mouse, lion who rises above his nature
The House in the Night	Poetry, picture book	A young girl	N/A	Pencil with crosshatch, Black and white images with pops of yellow, picture of Van Gogh's Starry Night	Discovery
The Invention of Hugo Cabret	Historical fiction, graphic novel	A twelve year old boy	Caucasians	Pencil and real images from films, black and white images, open and closes with blocked squares getting bigger and smaller	Learning your own purpose in life, finding family
Flotsam	Fiction, picture book	A young boy	Caucasians, Asian, Native American, European	Watercolor images, comic paneling, overlapping images, continuous photos	Discovery, learning about the unknown

The Hello, Goodbye Window	Fiction, picture book	An African-American little girl	African-Americans	Watercolor, very bright colors, colors fade together, loose drawings, lots of scribbles	The love between a grandchild and her grandparents, voyage of discovery and celebration as a child
Kitten's First Full Moon	Fiction, picture book	White kitten	N/A	Black and white images, pencil, small images on page, seldom full page images	Discovery, adventuring the unknown
My Friend Rabbit	Fiction, picture book	Rabbit and mouse	N/A	Color images, vertical and horizontal images, hand colored relief prints	Trouble and friendship
The Three Pigs	Folktale, picture book	The three pigs	N/A	Mixture of pencil and computerized images, dialogue balloons, comic paneling, images behind comic panels	Imagination, thinking of something in a new way, friendship, adventure

Jeni Camery

Honors Capstone

Mock Caldecott Unit Lesson Plan

Background:

The Caldecott award is an annual award that is given by the American Library Association to the year's best children book's illustrator.

Grade:

Fifth Grade

Objectives:

The students will be able to evaluate and analyze picture books based on their illustrations.

The students will be able to defend their criteria of the picture books they analyzed.

The students will participate in a Mock Caldecott.

Materials:

First Lesson: What is the Caldecott?

Objectives:

The students will be able to observe the qualities of a “distinguished” picture book.

Time:

30 minutes

Materials:

“The Napping House” by Don and Audrey Wood

“Where the Wild Things Are” by Maurice Sendak

Lesson:

- Introduce the Caldecott Award by going over the criteria. (10 minutes)
 - Artistic Technique
 - Pictorial interpretation of story, theme, or concept
 - Style of illustration to the story
 - Presentation intended for a child audience
- How to read a picture book: “The Napping House” (10 minutes)
 - Change of perspective
 - Characters
 - Whole group Discussion about strengths and issues
- How to read a picture book: “Where the Wild Things Are” (10 minutes)
 - Text box expanding (reality versus dream)
 - Whole group discussion about strengths and issues

Second Lesson: Review the criteria of the Caldecott

Objectives:

The students will be able to identify qualities of a “distinguished” picture book as a whole class.

Time:

30 minutes

Materials:

“A Ball for Daisy” by Chris Raschka

“The Three Pigs” by David Wiesner

Lesson:

- Teacher will revisit an example from the last lesson (10 minutes)
 - Strengths versus issues
- The class will examine “A Ball for Daisy” together (10 minutes)
 - Artistic technique
 - Pictorial interpretation of story, theme, or concept
 - Style of illustration to the story
 - Presentation intended for a child audience
 - Strength versus issues
- The class will examine “The Three Pigs” together (10 minutes)
 - Artistic technique
 - Pictorial interpretation of story, theme, or concept
 - Style of illustration to the story
 - Presentation intended for a child audience
 - Strength versus issues

Third Lesson: Group work of reviewing picture books

Objectives:

The students will be able to identify at least three strengths for “Seven Blind Mice”.

The students will be able to identify at least three issues for “Seven Blind Mice”.

Time:

30 minutes

Materials:

“Seven Blind Mice” by Ed Young

Lesson:

- **Teacher will revisit an example from the last lesson (10 minutes)**
 - **Strengths versus issues**
- **The class will be break up into 3 small groups where the groups will examine “Seven Blind Mice” (10 minutes)**
 - **Artistic technique**
 - **Pictorial interpretation of story, theme, or concept**
 - **Style of illustration to the story**
 - **Presentation intended for a child audience**
 - **Strength versus issues**
- **The class will come back together and each group will present their criteria of the picture book (10 minutes)**
 - **Compare and contrast between all three groups**
 - **Whole group: strengths and issues**

Fourth Lesson: Review Mock Caldecott Procedure

Objectives:

The students will understand how to implement the Caldecott procedure in their own classroom.

The students will be able to pick six book titles from the ten book titles just from book talks.

Time:

30 minutes

Materials:

(Pending – the ten selected book titles)

Lesson:

- Teacher will go over the procedures of the mock Caldecott (15 minutes)
 - The class will be divided into six small groups
 - Each group gets three minutes to talk about their assigned book and every other group gets one minute to comment on that title. One minute for final comments for everyone
 - The other groups will repeat the same process
 - All groups should be ready to defend all six titles and have a strength and issue sheet for every title
- Teacher will book talk ten books (10 minutes)
- Students will then vote for six books from the ten books to have in their mock Caldecott (5 minutes)
 - Going to test if judging a book from its cover is an effective strategy

Fifth Lesson: The Mock Caldecott! (Can be split up into two different lessons based on time)

Objectives:

The students will implement the Caldecott procedure in their own classroom.

The students will be able to defend their group's assigned book.

The students will be able to discuss the strengths and issues of all the books.

Time:

2 hours

Materials:

(Pending – the six selected book titles)

Lesson:

- The students will complete the mock Caldecott process (1 hour)
 - Each group gets three minutes to discuss their groups assigned book
 - Every other group gets one minute to add any other strengths or issues (no repeating)
 - One minutes for last comments from anyone
 - The same process repeats for every other group/book
- The students will then rank their top three books individually and anonymously (5 minutes)
- The teacher will count up the tallies (10 minutes)
 - This can be a bathroom break or breaking pint if lesson is split up into two days
- The six book swill go down to three and the same process as above is repeated with just the three books (30 minutes)
- Once the winner is decided, the class must decide if they want any honor books and if so how many honor books they want (15 minutes)
 - This can be done in an open forum discussion format

Ms. McKee's Mock Caldecott Book Review Sheet

Name: _____

Book title: _____

Strengths

1.

2.

3.

Issues

1.

2.

3.

It's Mock Caldecott Time!

Melanie Koss and Jeni Camery
Northern Illinois University



75th Anniversary Year



What is the Caldecott Medal?

- A medal awarded annually to the artist of the most distinguished American picture book for children published by an American publisher in the United States in English during the preceding year.
- Honor books may be named.

Definitions

- A "picture book for children" as distinguished from other books with illustrations, is one that provides the child with a visual experience.
- A collective unity of story-line, theme, or concept, developed through the series of pictures of which the book is comprised.

"Distinguished"

- "Distinguished" is defined as:
 - Marked by eminence and distinction; noted for significant achievement
 - Marked by excellence in quality
 - Marked by conspicuous excellence or eminence
 - Individually distinct

What do we look for?

- Pictorial interpretation of story, theme, or concept
- Artistic style
- Artistic Media
- Visual elements
- Something unique

(This was a Wordle...)

- | | |
|---------------|--------------------|
| • Color | • Collective unity |
| • Shape | • Artistic media |
| • Line | • Textual |
| • Perspective | • Visual |
| • Composition | • Artistic style |
| • Light/dark | • Movement |

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Ms. McKee's Site

- Discussions
- Lists
- Documents


Welcome to Ms. McKee's Classroom!

 **E-mail Ms. McKee**


Cortland Elementary

Tel: 815-754-2360
Fax: 815-756-8426

Read more about our mock Caldecott activity, beginning this week. **Quick quiz:** For what is the Caldecott medal awarded? :D

 **Our Own Caldecott**

Featured Site:
Xtra Math!



What's happening? (updated 10/30/12)

This week's PBIS Cool Tool: Stop, Walk, Talk / **Our current Dragon Ticket total:** 1,020

- Monday, October 29:** Music; library; conference sign-up sheet coming home
- Tuesday, October 30:** In-school presidential election
- Wednesday, October 31:** Music; Halloween parade (1:30) and party (2:00)
- Thursday, November 1:** Mock Caldecott kick-off
- Friday, November 2:** **EARLY DISMISSAL** (noon); spirit assembly (10:00); vocabulary quiz; spelling test; selection test on **The Chi-lin Purse**



Weekly Notes...

Our third story in Unit 2 is **The Chi-lin Purse**, and our comprehension skill is **compare and contrast**. **Here** is a link to an "bonus" **online vocabulary activity**, to help learn the words that go with this story. Again this week, your fifth-grader has the option of unscrambling sentences as one of their chosen activities (available below). Our vocabulary focus will be **words from other cultures**. In math we will continue Unit 2 (Estimation and Computation) by continuing to practice a couple of different **multiplication algorithms**, then take a side excursion to study **chance events**, and to design/do some **spinner experiments**. The end-of unit test will come at the end of this week or the beginning of next week. We'll continue studying **the election process** with Mrs. Bassett in social studies, and will also continue a study of **matter** in science.

This Thursday we will begin a **mock Caldecott activity**, working with NIU's Dr. Melanie Koss and her student. A description of this unique and exciting opportunity will be available on this site soon; watch the small space to the left of this section!!

Be on the lookout for communication about our first set of **parent-teacher conferences**, coming home Monday (October 29) to a Take-Home folder near you. Conferences are scheduled on a first-come, first-serve basis. I offer conferences throughout that week, to make it possible to meet with 100% of my families. Thanks for reading! :D (updated 10/29/12)

This Week's Spelling

The Chi-lin Purse Scrambled sentences

What's our written homework? (updated 10/30/12)

Mon 10/29: Words from Other Cultures (WOC) p. 30; StudyLink 2.10
Tue 10/30: WOC p. 31; *RPB pps. 73-74
Wed 10/31: WOC p. 32
Thu 11/1: Fresh Reads and all spelling due tomorrow (including cursive)

* Indicates "left-over" work not completed in class; some students will already have this done.

DISCUSSIONS

- Discussions

Lists

- Announcements

Documents

- Documents
- Images
- Wia

Click here to visit Soellina City

Text Analysis - Micr... Mock Caldecott Les... Research and Reflec... Home - Google Chr...

8:11 PM

What is the Caldecott? Every year, the Caldecott Award is given to the artist of the most distinguished American picture book for children. This year, we will be given a chance to preview six different titles and make our own choice...then see whether or not "our" book wins in January!

Timeline: Early November - end of January (will finish before the Caldecott Award is announced on January 29, 2013)

Some of the questions we'll work to answer include:

- What is the Caldecott Award?
- What are the criteria?
- How do you read a picture book for visual experience?
- Isn't fifth grade a little old to be reading picture books?? ☺

Some of our activities will include:

- Review two examples of Caldecott winners; discuss why they were chosen as exemplary, focusing on strengths and issues found in each book
- Explore 1-2 past winners or honor books, examining and analyzing the book(s) for strengths and issues
- Listen to Dr. Koss and her student "book-talk" ten exemplary titles from 2012 that are some of Dr. Koss's favorites, then vote on top six titles for further exploration
- Split into six groups, with each group analyzing one of the six books and filling out a Book Review sheet
- Share and discuss the results:
 - o Each group gives a brief (3-minute) introduction, providing a rationale for why "their" book should be the winner
 - o Each remaining group will have the option to add to the conversation
- As a class, rank the top 3 books
- Once top three titles are announced, students discuss each book, identifying strengths and weaknesses
- Students will vote for their favorite title, then decide if they wish to announce any honor books

Once the actual Caldecott Award is announced, on January 29, we will compare our winner with the actual winner (and have a mini-Caldecott celebration!)